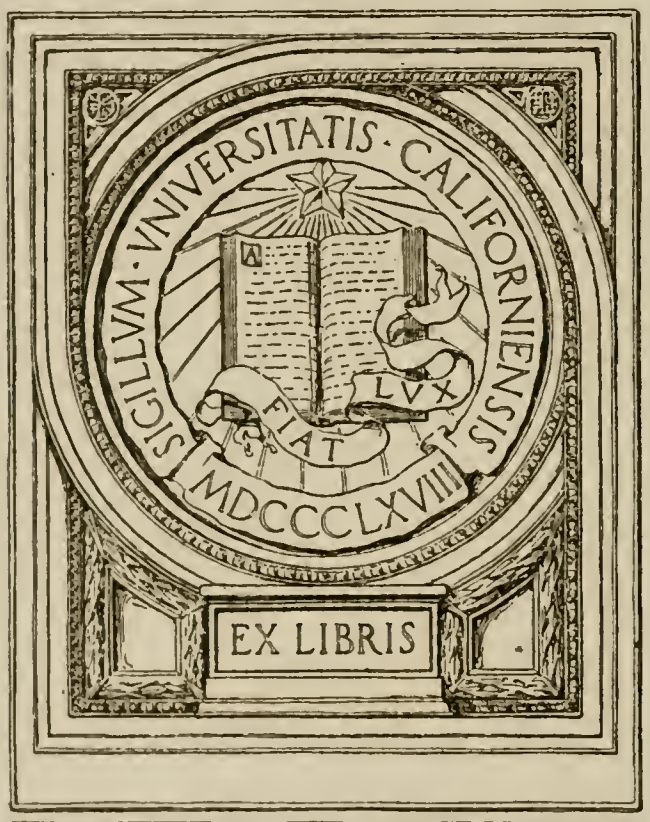
UC-NRLF
B 3 021 428

EXCHANGE


SIGILLVM · VNIVERSITATIS · CALIFORNIENSIS
FIAT LVX
MDCCCLXVIII
EX LIBRIS

Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

http://www.archive.org/details/townshipuniondis00hollrich

EXCHANGE
SEP 21 1915

UNIVERSITY OF ILLINOIS BULLETIN

Vol. XII AUGUST 2, 1915 No. 48

[Entered as second-class matter December 11, 1912, at the post office at Urbana, Illinois, under the Act of August 24, 1912.]

UNIVERSITY OF ILLINOIS SCHOOL OF EDUCATION

BULLETIN No. 14

(A REVISION OF BULLETIN NO. 8)

TOWNSHIP AND UNION DISTRICT HIGH SCHOOLS IN ILLINOIS

BY

HORACE A. HOLLISTER

URBANA, ILLINOIS

PUBLISHED BY THE UNIVERSITY

UNIVERSITY OF ILLINOIS BULLETIN

Vol. XII AUGUST 2, 1915 No. 48

[Entered as second-class matter December 11, 1912, at the post office at Urbana, Illinois, under the Act of August 24, 1912.]

UNIVERSITY OF ILLINOIS SCHOOL OF EDUCATION

BULLETIN No. 14

(A REVISION OF BULLETIN NO. 8)

TOWNSHIP AND UNION DISTRICT HIGH SCHOOLS IN ILLINOIS

BY

HORACE A. HOLLISTER

URBANA, ILLINOIS

PUBLISHED BY THE UNIVERSITY

LB5
I6
v.17-16

Princeton Township High School

374609

PREFACE

This bulletin has been prepared in response to frequent calls for literature on the part of those interested in establishing township high schools, and those who are studying the Illinois type of these schools. This is the third revision and reprint of this bulletin. We are calling the schools organized under the 1911 act Union District High Schools although there is no such legal designation for them.

We are under obligations to high school authorities for statistics and photographs furnished. There are many other notable buildings in the State, but it is impossible to show all in a brief bulletin like this. Hence an effort has been made to select typical schools from different sections of the State.

Urbana, Ill., July 30, 1915.

H. A. Hollister.

THE TOWNSHIP AND UNION DISTRICT HIGH SCHOOL

Introduction

As Americans we are all justly proud of our system of free public schools. This is true alike of those who live within the influence of the "little red school house" of the rural district and of those whose children are educated in the more imposing structures which house our city schools. The intimate relation existing between a successful democracy and the intelligence of the people who compose it is now generally recognized. No one longer questions, therefore, the right of taxing all for the support of schools.

More and more, as we advance in the experiment of government by the people, do we realize how definitely and inevitably are the success and perpetuity of our free institutions dependent upon the efficiency of our schools. No longer is it considered enough that a free citizen be able to read and write, necessary and fundamental as are these acquirements known to be. The increasing complexity of the problems confronting us and calling for clear, intelligent thought on the part of each individual voter demands a broader training than this. Equally emphatic and insistent is the demand for a knowledge of science and history which is called for in successfully carrying forward our agriculture, commerce and other industries in such a way as to enable us to provide for the competitions of the future and the strain upon our productive resources which our rapidly increasing population is sure to bring.

Putting these two demands together we see that the schooling which we should seek to provide for our children ought to include, at least, that of high school grade. Doubtless this will mean high schools better adapted to the two purposes of training for citizenship and for the successful conduct of our industries; but a training which stops short of this in time and extent can scarcely be expected to give us intelligence in the application of principles sufficient for the wise direction of these two fundamental aspects of the future life of a great continent teeming with a vast population of free, self-governing people.

The idea of a free common elementary school has become generally fixed and recognized, so that few children in this country are now so situated that, as far, at least, as the provision of schools is concerned, they may not have the advantages of such an education at

public cost. As regards the free common high school, however, the situation is not so gratifying. In this respect our own state has been somewhat of a laggard as compared with many other states.

Section 1 of Article VIII of the Constitution of Illinois, which is in the nature of a referendum, reads as follows: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this State may receive a good common school education."

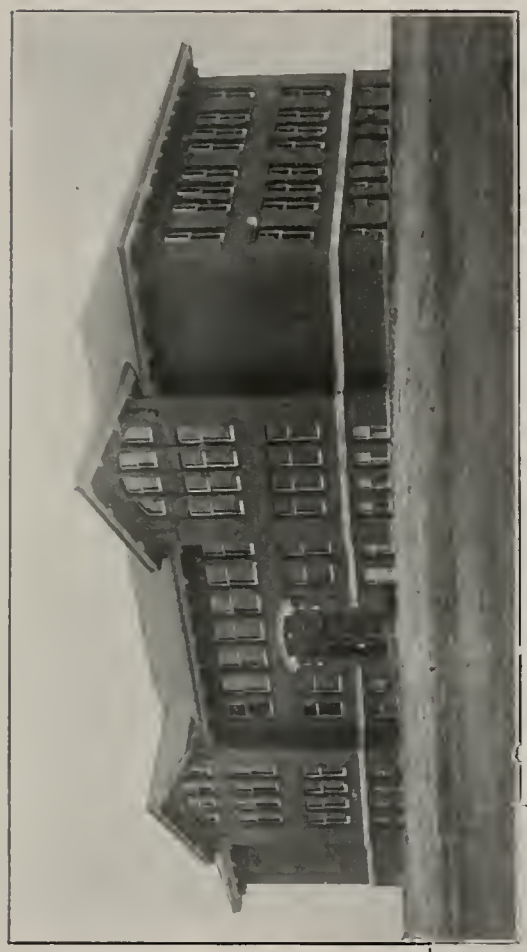
A decision of the higher court of the State with reference to this provision (See Russell vs. High School Board of Education, 212-217) declares that "this section of the Constitution is both a mandate to the Legislature and a limitation upon its power to establish schools except for the purpose of a good common school education. But a high school for the education of the more advanced pupils is a school of the character required by the Constitution. Any school district may establish and maintain a high school department."

The Legislature has seen fit to leave the establishment of high schools to the option of communities. This is necessary on account of the varying conditions in different localities; but this provision should hardly be construed to mean that such schools may not be established in communities where they are needed and can be supported. The spirit of the Constitution, itself the expressed will of the people, as it has been interpreted by the courts, seems to require that free high schools should constitute an essential part of our public schools wherever practicable. In other words, it does not appear that in Illinois we are quite living up to the spirit and meaning of our Constitutional requirements in regard to free schools of the higher grades.

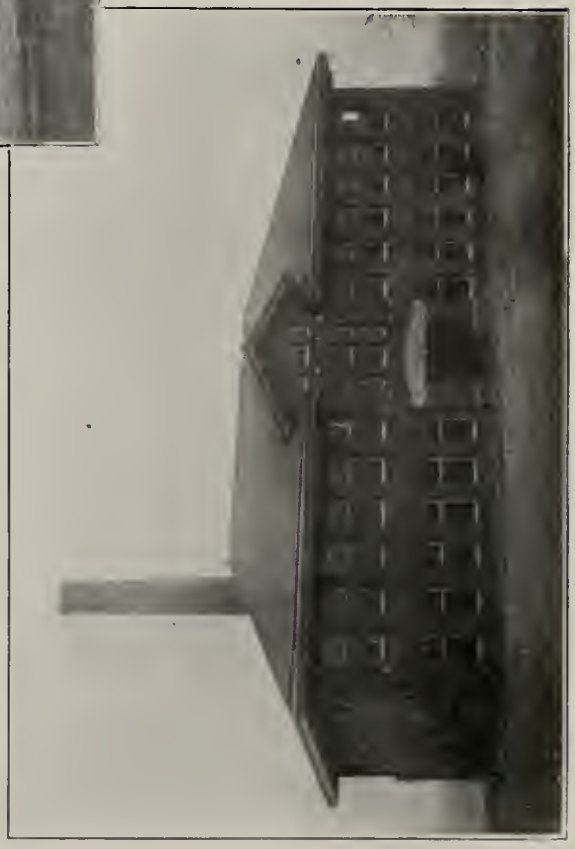
Moreover, if we consider the matter in the light of legal school age as determined by statute in this State it will readily appear that if we are to provide schooling for all children from six to twenty-one years of age, this will require high schools and even more for those who complete their school work in courses.

Various Methods for Providing Free High Schools

One reason for such a state of things is that we have not yet fully realized the possibilities of the law providing for the organization of township high school districts, or districts including contiguous and compact territory (see law enacted in 1911), thus making the high school free for all those otherwise eligible within such territory.



Main Building



Vocational Building

Spring Valley (Hall Township)

Various methods have been tried by the different states for properly distributing the cost of the higher schools so as to make them free to all and yet at the same time distribute the burden of cost equitably.

In those sections of the United States where such plans are in operation the fact that high schools minister to a larger group than the local districts in which they are situated seems to be generally conceded. The high school trains more directly for service in the various vocations than does the elementary school. It is there that the people look for the training of those who are to become more intelligent and skilled in carrying on the work of the modern world than is possible in the elementary schools.

In New England the prevailing plan is to let districts not able to support high schools send the children who are prepared for the work to the nearest high schools and then pay over to those schools the tuition of all pupils so educated. In some cases this tuition is rebated to the paying districts from the state treasury, thus making it a form of state aid and distributing the cost over the state as a whole. Such a method can hardly be said to be equitable, since the districts already supporting high schools must also help to pay this tuition.

Another method is that of a general scheme for state aid. Among the states in which this plan is in use are: Maine, Vermont, Massachusetts, Rhode Island, New York, Pennsylvania, Delaware, Virginia, South Carolina, Wisconsin, Minnesota, North Dakota, Kansas, California. The method is operated differently in different states but results in the distribution to the high schools of a special sum out of the state treasury. Thus the burden of local support is lightened by distributing part of the cost of the schools over the entire state.

In a few states, notably Kansas, Nebraska and Nevada, a special county high-school tax is levied, thus creating a county fund for distribution among the high schools of the county. In a number of other cases county high schools are provided for. This latter provision makes a free high school in the county for those not otherwise provided for but it does not distribute the general cost of all high schools over the county as does the county high school fund.

The Illinois Plan

A fourth plan is that of the union district or township high school. Sixteen states make provision for such schools, and among them Illinois.

By a special act of the Legislature in 1867 a township high school established the previous year at Princeton, Illinois, was legalized. This

school is still managed under the same special act, and has grown to be one of the great high schools of the state. The enrollment last year was 370 with 16 teachers employed. The ministration of this school appears in the fact that the tuition collected from pupils attending from outside the township district amounts to about $3,000 annually.

In 1872 a general revision of Illinois school law was made and there was included in this a general provision for the establishment of township high schools. In 1905 the law was codified, and a new provision for establishing high school districts was enacted in 1911. The latter provision is very important and really supercedes the original township law.

It is true also that we have now in Illinois a tuition law which makes it possible for all pupils properly qualified who live in non-high school territory to have free access to high school privileges. Such a law is desirable especially in cases where territory is not readily organizable into high school districts. But in all such cases the people concerned can have no participation in determining what kind of high school is to be provided. In other words their children must adapt themselves to such high schools as the cities or towns may provide with no voice in their management. The township or union district high school furnishes the best possible remedy in many such cases.

LAWS OF 1911

The new laws passed in 1911 which have caused the original law, in its main features, to become practically obsolete are as follows:

AN ACT *to authorize the organization of high school districts.*

Section 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly*: That any school township that contains a school district having a population of 1,000 or more and not exceeding 100,000 inhabitants, whether operating under the general school law or governed by virtue of a special Act, may be organized into a high school district by submitting the proposition to a vote of the people at a general or special election.

NOTATION.—The act of 1911 authorizes two classes of township high school districts: (1.) A school township that has, within its borders, a common school whether operating under the general school law or existing by virtue of a special charter, as provided by section 1. (2.) Any contiguous and compact territory, whether in the same or different townships, as provided by section 6.

The population requirement referred to in section 1 has no application to the organization of a township high school district out of contiguous and compact territory. People v. Carter, 264-42.

2. Upon receipt of a petition signed by 50 or more legal voters the county superintendent of schools of the county in which the township or the greater part of the territory described in the petition is situated, shall forthwith order an election to be held for the purpose of voting "for" or "against" the proposition to establish a township high school, by posting notices for at least 10 days in 10 of the most public places throughout the township or territory, which notices may be substantially as follows:

Notice of Election

Notice is hereby given that on.....the..... day of....., 1....., an election will be held at ..... for the purpose of voting "for" or "against" the proposition to establish a township high school for the benefit of the inhabitants of township (or territory)..... .....The polls will be opened at....., o'clock.....m., and closed at....o'clock....m.

A.....B.....
County Superintendent.

In townships divided equally by county lines, the elections shall be in charge of the superintendent of schools of the county in which the 16th section is situated.

3. The elections required by this Act shall be conduced by the trustees of schools, boards of education or boards of directors, designated by the county superintendent of schools, to whom all returns shall be made within 5 days. The ballot shall be in substantially the following form, to-wit:

For the establishment of a township high school	
Against the establishment of a township high school	

The voter shall make an X or cross-mark in the square following and opposite the proposition favored, and the ballot shall be so counted.

Mt. Pulaski Township High School

4. If a majority of the votes cast shall be in favor of establishing a township high school, the county superintendent of schools shall forthwith order an election to be held within 30 days, for the purpose of selecting a township high school board of education to consist of a president and 6 members, by posting notices for at least 10 days in 10 of the most public places throughout the township or territory, which notices may be substantially as follows:

NOTICE OF ELECTION

Notice is hereby given that on.....the..... day of....., an election will be held at..... for the purpose of electing a township high school board of education, to consist of a president and 6 members. The polls will be opened at .....o'clock.....m., and closed at.....o'clock.....m.

A.....B.....
County Superintendent.

Two of the members shall be elected for one year, two for two years, and two for three years, and each year thereafter two members shall be elected to serve for three years. The president shall be elected annually. All subsequent elections shall be held on the second Saturday of April, annually.

5. For the purpose of supporting a high school, the township or territory for the benefit of which a high school is established under the provisions of this Act, shall be regarded as a school district, and the board of education thereof shall, in all respects, have the powers and discharge the duties of boards of education elected under the general school law.

6. The inhabitants of any contiguous and compact territory, whether in the same or different townships, upon a petition signed by at least 50 legal voters and an affirmative vote in such territory, may establish, in the manner provided by this Act, a township high school for the benefit of the inhabitants of the territory described in the petition.

NOTATION.—A school township that does not include a controlling district, although contiguous and compact territory, is not authorized to establish a high school district pursuant to section 6. People v. Painter, 267-473.

Where a township high school district is to be created under section 6, out of contiguous and compact territory in different townships, one polling place in such territory will be sufficient, and but one petition need be presented in order to authorize the county superintendent to call the election. People v. Carter, 264-42.

7. A school district or any part thereof, adjoining a high school district organized pursuant to this Act, may be annexed to such high school district and become a part thereof, by a concurrent resolution adopted by the boards in each district. Before the resolution shall take effect, however, the proposition shall be submitted, under the provisions of this Act, to a vote of the people of the territory desiring annexation, and a majority of the votes cast shall be required in order to adopt such resolution.

Approved, June 6, 1911.

Sec. 8. When any entire high school district desires to discontinue the township high school, the county superintendent, upon the receipt of a petition signed by a majority of the legal voters of the said district shall, forthwith, order an election to be held in the manner provided by this act, for the purpose of voting "for" or "against" the proposition to discontinue the township high school. If two-thirds of the ballots cast at the election shall be in favor of discontinuing the township high school, the county superintendent shall direct the high school board of education to discharge all outstanding obligations and to distribute the remainder of the assets of the high school district to the underlying districts and parts of districts in proportion to the assessed valuation of all the property of such districts and parts of districts: *Provided*, that an election to discontinue the township high school shall not be called within the period of two years from the establishment of such township high school, nor within a period of two years following any such election called to discontinue the township high school. When a township high school shall be discontinued by an order of any court of competent jurisdiction, the assets of the high school district shall be distributed in the manner provided by this section.

NOTATION.—When a district has been established and a high school board of education elected, a corporation is created, and exists until discontinued in the manner provided by law. Section 92 of the general school law provides a way for the discontinuance of high schools established according to that act. Section 8 recently added to the act of 1911, provided a somewhat similar method, although it will be seen, upon examination, that it requires two-thirds of all the "ballots" cast at an election, held for the purpose, to discontinue a township high school. The county superintendent is further authorized and required to direct the high school board of education to discharge all outstanding obligations, which means that the school, if in operation, must be continued until the end of the term, and all other debts paid. When a district is discontinued by an order of a court of competent jurisdiction, the rule will be the same.

NOTATION.—A high school board of education is a body, politic and corporate by the firm name and style of "Board of education of district No..... county of..... and State of Illinois," and by that name may sue and be sued in

all courts and places where judicial proceedings are had. Section 104 of the general school law. This corporation once created, cannot be discontinued except in the manner above indicated.

NOTATION.—Women have not the right to vote on the proposition to establish a township high school. People v. Peltier, 265-630. The equal suffrage law authorizes women to vote on any questions submitted in any subdivision of the state. When an election is held for the purpose of voting "for" or "against" the proposition to establish a township high school, there has been, as yet, no sub-division created in which women would otherwise be entitled to vote.

THE GENERAL SCHOOL LAW FOR TOWNSHIP HIGH SCHOOLS

Following is given the general school law providing for the establishment of township high schools as enacted in 1909. This law may still be found desirable in a few instances where a village, town or city is at or near the center of a school township. In nearly, if not all, of these cases the 1911 law will serve as well or better. The law is inserted here for the convenience of any township which, for any reason, may prefer to use it. The procedure in elections, etc., should in no way be confused with those of the 1911 law.

TOWNSHIP HIGH SCHOOLS.

85. Upon petition of fifty or more legal voters of any school township, filed with the treasurer at least fifteen days preceding the regular election of trustees, it shall be the duty of the treasurer to give notice of an election to be held at the next regular election of trustees for the purpose of voting "for" or "against" the proposition to establish a township high school. Notices of such election shall be posted in at least ten of the most public places throughout the township, for at least ten days before the day of such regular election, and may be in the following form:

NOTICE OF ELECTION.

Notice is hereby given that on Saturday, the.....day of April, 1.....an election will be held at.....for the purpose of voting "for" or "against" the proposition to establish a township high school for the benefit of township number ....., range number ..... The polls will be opened at.....o'clock.....m., and closed at ..... o'clock.....m.

A.....B.....

Township Treasurer.

The ballots of such election shall be canvassed as in other elections, and may have thereon the name of the person or persons whom the voter desires for trustee or trustees of schools.

Biggsville Township High School

Lovington Township High School

86. If a majority of the votes cast shall be in favor of establishing a township high school, it shall be the duty of the trustees of schools to call a special election on any Saturday within sixty days, for the purpose of electing a township high school board of education, to consist of five members, notice of which election shall be given for the same time and in the same manner as provided in the election of trustees of schools. The members elected shall determine by lot, at their first meeting, the length of term each is to serve. Two of the members shall serve for one year, two for two years, and one for three years from the second Saturday of April next preceding their election. At the expiration of the term of office of any member or members, a successor or successors shall be elected, each of whom shall serve for three years, which subsequent election shall be held on the same day and in the same manner as the election of trustee of schools. In case of a vacancy, the board shall call an election without delay, to be held on any Saturday. Within ten days after this election the members of the township high school board of education shall meet and organize by electing one of their number president, and by electing a secretary. It shall be the duty of such high school board of education to establish, at some central point most convenient to a majority of the pupils of the township, a high school for the education of the more advanced pupils.

87. Two or more adjoining townships, or two or more adjoining districts, whether in the same or different townships, may, upon petition of at least fifty legal voters in each of the townships or school districts, of if a school district contains fewer than 150 voters, then by at least one-third of the legal voters of such district, and upon an affirmative vote in each of such townships or districts, at an election held pursuant to the provisions of section 85 of this Act, establish and maintain in the manner provided for township high schools, a high school for the benefit of the inhabitants of the territory described in such petition.

88. The inhabitants of any territory composed of parts of adjoining townships, who are now maintaining a high school and who have elected a board of education, may create such territory into a high school district by a petition signed by fifty legal voters of such district and an affirmative vote in such district, and may elect a board of education therefor, as in other high school districts. When part of a township has been included in a high school district pursuant to any

of the provisions of this Act, the remainder of such township not included in any high school district, shall constitute a township for high school purposes.

89. Any school district having a population of two thousand (2,000) inhabitants or more may, in the manner herein provided for establishing and maintaining a township high school, establish and maintain a high school for the benefit of the inhabitants of such school district, and elect a board of education therefor with the same powers conferred on township high school boards of education. The territory of such district when so organized for high school purposes shall constitute a high school district for high school purposes distinct and separate from the common school district having the same boundaries, and the high school board of education of such school district shall have the same power to levy taxes and establish and maintain high schools as township high school boards of education organized under this Act possess, and such taxes shall be in addition to the taxes authorized to be levied by section 189 of this Act. All school districts which have heretofore organized under this section, elected a high school board of education, and are maintaining a high school, shall be regarded as high school districts distinct and separate from the common school district having the same boundaries, shall have the same power of taxation as township high school boards of education organized under this Act. A township or part of a township in which there is no township high school may be annexed to an adjacent high school district organized under this section in the same manner as near as may be as is provided in sections 94, 95 and 96 of this Act for the annexation of territory to a township in which a high school has been established.

90. When any city in this state having a population of not less than one thousand and not exceeding one hundred thousand inhabitants, lies within two or more townships, that township in which a majority of the inhabitants of the city reside shall, with the city, constitute under this Act a school township for high school purposes.

91. For the purpose of building school houses, supporting the school and paying other necessary expenses, the territory for the benefit of which a high school is established under any of the provisions of this Act, shall be regarded as a school district, and the board of education thereof shall, in all respects, have the power and discharge the duties of school directors, for such district.

92. When any district desires to discontinue the high school, the treasurer, upon petition of a majority of the legal voters of the district filed at least fifteen days preceding the regular election of trustees of schools with the treasurer of such district, shall give notice of an election to be held on the day of the regular election of trustees, for the purpose of voting "for" or "against" the proposition to discontinue the township high school, which notice shall be given in the same manner and for the same length of time, and in substantially the same form, as the notice provided for in section 85 of this Act. The ballots for such election shall be canvassed in the manner provided for in section 85 of this Act. If a majority of the votes cast at such election shall be in favor of discontinuing the high school, the trustees of schools shall surrender the assets of the high school to the district fund of the township or townships interested in proportion of the assessed valuation of the townships or parts of townships comprising such district.

93. When any township in any county under township organization shall contain two political towns divided by a navigable stream as recognized by the United States, each of which shall contain a city of not less than one thousand nor more than one hundred thousand inhabitants, each town shall constitute a township under this Act for high school purposes.

94. A township or part of a township in which there is no township high school may be annexed, in the manner hereinafter provided, to an adjacent township in which a township high school has been established. Upon petition of five per cent of the legal voters of the territory to be annexed, and of the township to which annexation is desired, filed with the treasurers of the respective townships at least fifteen days preceding the regular election of trustees of schools, the respective treasurers shall give notice to the voters concerned that an election for or against annexing the township or part of a township, as the case may be, will be held at the next regular election of trustees of schools in each township, by posting notices of such election in at least ten of the most public places in the territory to be annexed, and in the adjacent township, at least ten days before the date of such regular election. Such notice may be in the following form, to-wit:

HIGH SCHOOL ANNEXATION.

Notice is hereby given that on Saturday, the.....day of April, 1..... an election will be held at.....for the purpose

of voting "for" or "against" the proposition to annex for township high school purposes the following territory, to-wit: (Here insert the number and range of the township when the whole township is to be annexed, or when part of said township is to be annexed insert the said part of said township), to township number...., range number .... (Township having an established high school).

The polls will be opened at.....o'clock.....m., and closed at.....o'clock.....m.

A..... B.....

Treasurer.

When less than the whole of a township is to be annexed, only the voters in the territory to be annexed shall have the right to vote, and the trustees of schools shall provide a voting place for that territory and the judges and clerks of such election.

95. If petitions request the township treasurers, respectively, to submit said questions at a special election, it shall be the duty of the township treasurers to call the respective elections, as provided in the foregoing sections, for some day and hour not exceeding thirty days from the date of the filing of the petition; and to give at least ten days' notice of the election, in which event the polls of the election shall be open in at least two polling places and for at least four consecutive hours, and the polling places in the respective townships shall be designated and fixed by the treasurers respectively. If a majority of the votes cast in the township having an established high school, and a majority of the votes cast in the territory to be annexed shall be in favor of the proposition, the township or territory, as the case may be, shall be and become so annexed, and the property in such township or territory shall thereafter be subject to taxation for the support and maintenance of the township high school, including the payment of any bonded indebtedness of such township high school, and interest thereon, thereafter falling due, as fully and to the same extent as is provided by law for the levying of taxes upon property for the support and maintenance of township high schools. The taxes collected from such township or territory annexed for the support and maintenance of a township high school shall be paid by the officer collecting the same to the township treasurers of the township having the established high school.

STREATOR TOWNSHIP HIGH SCHOOL

96. Such election shall be held in the manner provided by law for the holding of elections for township trustees of schools, and the ballots of such election shall be canvassed, and the returns thereof made as in other school elections. If a majority of the votes cast shall be in favor of the proposition, it shall be the duty of the township treasurer of the township which is annexed, or part thereof, as the case may be, to file a certificate with the county clerk of the county in which such township is located, or if such township is situated in more than one county, with the respective clerks of such counties, certifying to the territory so annexed and giving a description thereof.

Table of Statistics of Township and Union Districts High Schools.

The following statistics, corrected for 1915, concerning schools already organized will help to show in some detail just what is involved in the carrying out of such a general plan as is represented in the laws above quoted:

Name of School	Date of establishment.	Cost of building.	Size of grounds in acres.	Rate per $100			No. of teachers employed.	Total enrollment.	Relative number enrolled from rural schools.	Number of tuition pupils.	Approximate annual income from tuition
				Building fund.	General fund.	Total					
Princeton	1867	100,000	10	.08	.72	.80	16	368	27%	75	2850.00
Streator	1875	100,000	2¾	.24	.66	.90	16	360	14%	50	2450.00
Ottawa	1878	250,000	14	.03	.87	.90	17	376	8%	69	3000.00
Evanston	1883	146,000	1¼	.00	.70	.70	38	794			
Nauvoo	1883	5,000	1	.00	.75	.75	2	35	40%	9	243.00
Lyons (La Grange)	1888	100,000	10		1.25	1.25	24	415	4%	9	900.00
Deerfield-Shields (Highland Park)	1890	360,000	6	.23	.77	1.00	22	396	35%	37	1480.00
Taylorville	1890	79,000	1½	.24	.64	.88	11	285	16%	65	2672.50
Pontiac	1894	75,000	5½	.00	.69	.69	13	278	24%	55	2346.00
Biggsville	1896	16,000	¾	.10	.51	.61	4	56	62%	9	250.00
Sterling	1897	50,000	1½			.41	14	317	20%	52	2400.00
J. Sterling Morton (Cicero)	1898	140,000	10	.36	1.00	1.36	30	415	0	0	0
Roseville	1899	15,000	1		.83	.83	7	77	61%	32	1150.00
New Trier (Kenilworth)	1899	400,000	15	.85	1.49	2.34	30	611	1%	1	75.00
Thorton (Harvey)	1899	220,000	4½	.60	.95	1.55	20	389		34	1635.00
LaSalle-Peru	1899	200,000			.92	.92	17	354	11%	41	1827.00

Name of School	Date of establishment.	Cost of building.	Size of grounds in acres.	Rate per $100			No. of teachers employed.	Total enrollment.	Relative number enrolled from rural schools.	Number of tuition pupils.	Approximate annual income from tuition
				Building fund.	General fund.	Total					
Oak Park and River Forest	1899	534,975	10	.64	1.44	2.08	52	1166	0	15	1500.00
Joliet	1899	225,000	4	.12	1.27	1.39	66	1206	11%	83	4500.00
Savanna	1900	45,000	½	.24	.82	1.06	10	160	20%	18	540.00
Bloom (Chicago Heights)	1900	90,000	4	.00	1.00	1.00	15	282	18%	30	1200.00
Gilson	1900	5,000					2	35	80%	5	18.00
Murphysboro	1901	22,500	3½	.16	.77	.93	9	207	7%	17	270.00
Hittle (Armington)	1902	7,000	2¾		.37	.37	3	42	71%	1	8.88
Harrisburg	1902	21,000	6	.20	.70	.90	10	236	17%	22	550.00
Maine (Des Plaines)	1903	23,00				1.00	9	152		7	280.00
Centralia	1903	48,000	2½	.09	.75	.84	14	315	8%	22	960.00
DeKalb	1903	100,000	18	.39	.80	1.19	17	366	22%	36	1606.00
Marshall	1903	30,000	8	.19	1.08	1.27	7	144	30%	36	700.00
Morton	1903	24,000	4	.31	.37	.68	3	51	37%	14	390.00
Mt. Vernon	1904	50,000	1½	.17	.73	.90	12	227	6%	7	332.50
DuQuoin	1904	30,000	3¾	.25	1.15	1.40	6	140	30%	17	525.00
Blue Island	1904	Rented	1½	0	1.40	1.40	13	218	0	7	490.00
Waukegan	1905	121,000	4	.12	.70	.82	18	400	4%	46	2154.80
Bellflower	1905	12,000	5	.00	.40	.40	4	57	60%	0	000.00
Mazon	1905	18,000	2	.39	.57	.96	4	60	55%	8	292.00
Lovington	1906	20,000	3	.17	.67	.84	7	100	68%	20	600.00
Kilbourne	1906	6,000	2	.00	.20	.20	2	32	46%	3	48.00
Stockland	1907		2	.00	.32	.32	4	36	100%	3	90.00
Pana	1907	60,000	1½	.00	.75	.75	7	245	20%	32	600.00
Collinsville	1907	45,000	2	.13	.46	.59	10	195	10%	17	459.00
Marissa	1908	22,000	1				6	103	24%	16	288.00
Eldorado	1908	30,000	4½	.00	1.20	1.20	7	153	24%	12	180.00
Lawrenceville	1908	70,000	5	.74	.74	1.48	11	198	41%	76	1040.00
Bridgeport	1908	36,000	4	.00	.48	.48	9	145	30%	50	1250.00
Robinson	1909	50,000	8	.32	1.00	1.32	10	249	33%	65	2200.00
Newman	1909	20,000	4	.19	1.05	1.24	6	92	50%	26	936.00
Lockport	1909	51,000	2¾	.00	.70	.70	10	154	30%	13	337.50
Lemont	1909	Rented	1	.00	.47	.47	3	56	20%	0	0
Geneseo	1909	55,000	1.	.30	.70	1.00	12	224	22%	35	697.50
Benton	1909	41,800				1.12	10	140	10%	7	135.00
Industry	1909	20,000	5	.56	.51	1.07	4	75	66%	22	560.00
Equality	1909	16,500	5	1.00	1.50	2.50	3	66	10%	14	140.00
Neoga	1909	25,000				1.10	6	129	50%	18	400.00
Pawnee	1909	40,000	5	.25	1.25	1.50	7	85	50%	21	840.00
Proviso (Maywood)	1910	75,000	8.3				21	465	3%	15	750.00
Assumption	1910	30,000	⅞	.43½	.75	1.18½	6	147	33%	31	709.75
Drummer (Gibson City)	1910	70,000	9			.98	10	170	38%	47	1688.00
Arispie-Indiantown (Tiskilwa)	1911	25,000	5				4	96	50%	11	440.00
Moore (Farmer City)	1911	37,000	10	.25	.60	.85	6	120	48%	30	800.00

Name of School	Date of establishment.	Cost of building.	Size of grounds in acres.	Rate per $100			No. of teachers employed.	Total enrollment.	Relative number enrolled from rural schools.	Number of tuition pupils.	Approximate annual income from tuition
				Building fund.	General fund.	Total					
Chillicothe	1911	Rented	3		1.00	1.00	5	84	25%	18	567.00
Waynesville	1911		3			.65	3	40	45%	10	250.00
Hutsonville	1911	Rented	2	.00	.75	.75	4	60	75%	3	108.00
Douglas (Teutopolis)	1911	Rented	⅓	.00	.06	.06	1	20	20%	0	0
Seneca	1911	Rented	2¼	.00			2	33	21%	4	80.00
Divernon	1911	25,000	4	.50	.47	.97	4	55	51%	7	280.00
Mt. Pulaski	1911	45,000	2	.40	.40	.80	5	60	30%	25	400.00
Brookfield (Riverside)	1911	Rented	⅓	.21	1.04	1.25	6	112	0	0	0
Alvin	1912	Rented	2		.40	.40	3	15	25%	0	0
Annawan	1912	Rented	3			.30	2	23	52%	0	0
Bismarck	1912	Rented	1	.00	.40	.40	3	25	75%	5	135.00
Flora	1912	50,000	2¾	1.50	1.50	3.00	8	137	25%	28	1200.00
Herrin	1912	56,000	7	.40	.60	1.00	7	136	8%	4	72.00
Marion	1912	75,000	2¼	.46	.45	.91	10	272	8%	12	400.00
Milford	1912	33,000	4	.18	.61	.79	5	92	29%	7	210.00
Sidell	1912	22,000	4			.64	4	70	40%	8	360.00
Spring Valley	1912	150,300	40	1.50	.75	2.25	14	276	6%	5	150.00
Thebes	1912	40,000	2	.30	.45	.75	4	50	10%	2	36.00
Toulon	1912	9,000	6	.20	.63	.83	8	153	33%	6	300.00
Ashley	1913	28,000		1.25	1.25	2.50	3	65	20%	5	85.00
Chrisman	1913	42,000	14⅓	.40	.31	.71	6	103	40%	8	320.00
Coal City	1913	Rented	0		.82	.82	4	55	20%	5	150.00
Georgetown	1913	44,000	10	.40	.23	.63	5	116	22%	0	0
Hinsdale	1913	Rented			1.24	1.24	11	136	3%	3	150.00
Manlius	1913	Rented	¾	.00	.39	.39	3	41	75%	4	100.00
Oquawka	1913	Rented	1	.19	.49	.68	2	34	33%	3	67.50
Ridge Farm	1913	35,000	2½	.00	.38	.38	5	51	27%	0	0
Vienna	1913	Rented	1	.06	1.00	1.06	4	70	46%	12	150.00
Westville	1913	Rented	0	.00	.28	.28	5	66	5%	0	0
Belleville	1914	200,000	14¾	.24¾	.08¼	.33					
Carlock	1914	Rented	0				1	20	60%	1	20.00
Carmi	1914	Rented	2		.60	.60	5	158	28%	34	850.00
Donovan	1914	Rented	3	.44	.20	.64	3	24	58%	1	22.50
East Lynn	1914	22,000	4				2	10	50%	0	0
Ellis	1914						1	12	100%	0	0
Fairbury	1914	67,000	6½	.63	.47	1.10	9	135	15%	7	207.00
Mounds	1914	Rented	3		1.00	1.00	5	52	20%	0	0
Olney	1914	70,000	2¾	.85	.42	1.27	8	203	17%	23	700.00
Palatine	1914	Rented			.06½	.06½	3	33	15%	8	320.00
Palestine	1914	50,000	20	1.50	1.50	3.00	5	75	25%	5	135.00
Rankin	1914	Rented	1⅓	.00	.37	.37	3	40	40%	1	33.00
Sparta	1914	65,000	10	.20	.38	.58	9	209	54%	39	1050.00
Wellington	1914	25,000	3	.26	.26	.52	2	27	59%	0	0
Wethersfield	1914	26,000	1	.30	.35	.65	5	80	17%	4	100.00

In addition to the above 51 high school districts have been established but mostly too recently to enable us to get statistics.

The total list established to date is distributed as follows with reference to the specific acts under which they were voted:

Special Charter (Princeton)	1
General Law	69
Act of 1905	2
Act of 1911	80
Total	152

THE CONSOLIDATION OF SCHOOLS

Under Section 46 of the General Law of Illinois will be found the following provision: "When such division of a township into districts has been made, the trustees of schools may, in their discretion, at the regular meeting in April, change the boundaries of districts situated wholly within the township, so as:

First—To divide a district into two or more districts when petitioned by a majority of the legal voters of the district.

SECOND—TO CONSOLIDATE TWO OR MORE DISTRICTS INTO ONE DISTRICT, WHEN PETITIONED BY A MAJORITY OF THE LEGAL VOTERS OF EACH DISTRICT."*

In case of districts lying in two or more townships a dissolution of the district may be secured "by petitioning the trustees of schools of the several townships, at their regular meeting in April, to add the territory belonging to the district in their township to one or more adjacent districts." (See Sec. 48.)

It is believed that in many instances such a procedure will be found preferable to the formation of a larger high school district as distinct from the elementary schools. Districts situated so as to make such a consolidation feasible may well consider this method of attaining the desired end of establishing a high school free to country and village or town alike, and strong enough to make a complete organization.

There are at present four such consolidated schools in Illinois that maintain accredited high schools. These are:

The John Swaney School, near McNabb.

The Rollo Consolidated, at Rollo.

The Hindsboro Consolidated, Hindsboro.

The Harlem Consolidated, near Rockford.

*The small capitals are the editors.

Chrisman Township High School

Conducting a Campaign

In conducting a campaign for a township or union district high school it should be remembered that no class of people is likely to take up readily with an educational innovation about which little or nothing is known by them. No effort should therefore be spared in making known to all the people of a proposed township district just what a township high school involves and what its advantages are. It is rarely that any class of American citizens will be found who will oppose, in any great numbers, a proposition so beneficial to their own community and to the country at large. Frequently the mistake has been made of conducting these campaigns hurriedly and with little effort toward furnishing reliable information to those upon whose support must depend the success or failure of the proposition to establish a township high school district.

Such hasty efforts should not be taken as final, nor as cause for great discouragement. It is a part of the history of a number of our best township schools that it has required two or even three votes before the people understood the matter sufficiently well to give their approval.

In all matters of public interest where the franchise is involved it is best, in the long run, to be open and fair with all concerned. A good high school is expensive. It is worse than useless to attempt to

conceal this fact. When people want a thing they will vote for it and pay the price, even if it comes high. Most people want the best there is available for their children in the way of education. Make the campaign, then, one of enlightenment, and base it on the high plane of a good high school education for the children of all, rich and poor, from country and from city, alike. Above all, insist upon free schools for all, not only as an inalienable right of every American child, but also as the chief guard and support to all our free institutions.

Advantages of the Plan.

The township and union district high school plan as provided for in the statutes of Illinois has a peculiar advantage over other plans of distributing the cost of high schools. This advantage is in the fact that it permits the direct participation in its organization and its government of all the people contributing to its support. Thus it becomes possible to have high schools whose courses provide not alone for the interests of the city child but also for the interests of the farmers' sons and daughters and for country life in general.

This latter point is well illustrated by the fact that most of the Illinois high schools that are now offering courses in agriculture are township high schools. The demand is growing more and more insistent for such courses as shall put the children from the farms more closely in touch with the possibilities of farm life. The towns can not alone organize such courses. It is only through the cooperation of larger groups that we are to be able completely to organize our high schools with reference to this growing demand for the vocational subjects in the education of our youth.

By means of the township high school such organization not only becomes feasible but also gives the farmers a voice in the establishment of such courses as the interests of agriculture demand. The people of Illinois certainly do not believe in a system of high schools organized into separate types for the different industries. We want all the boys and girls to have a chance to find themselves, to follow the lines for which nature has endowed them, by having at hand in the high school which they attend all possible courses of preparation. How, otherwise, are we to prevent the establishment of class distinctions along lines of the occupations, like the caste systems of European countries? How else shall we maintain the true spirit of a democracy?

It evidently becomes necessary, if we are to give to our high schools that directly practical trend which is everywhere being de-

Robinson Township High School

manded, that we so organize them as to give to all children free high school advantages and at the same time make possible such a complete curriculum as this modern conception of high school training would involve.

We have already referred to the high school as a means of training teachers. None of our high schools are so well fitted for this work as are the township high schools, especially the training of teachers for the rural schools. They stand in direct relationship to these schools of the farmer and are thus able to turn out graduates as teachers who are more in sympathy with the needs of the rural districts than are those whose sole contact is with the city or town.

We cannot emphasize too strongly the obligation resting upon us to make the high school available to all classes. The high schools of the cities and towns, when directed exclusively in the interests of their immediate neighborhoods, are too far removed from the habits of thought and action of most farm bred boys and girls to appeal to them very strongly; or if they do it is usually to lead them away from the life of the farm. Besides there are many boys and girls of the country who are held back from high school because they can not afford to pay, along with the other necessary expenses, the tuition fees which they must pay when they go to the city school.

A strong township high school invariably stimulates the work of all rural schools that are tributary to it, thus making these schools much more effective. This same effect is noticeable also with reference to the local elementary schools of the city or town in which the township high school is located. The establishment of a distinct institution with a building of some note and constructed and equipped for the special work of the high school, together with the higher grade of teaching ability usually employed in these schools, acts as a powerful stimulus to the grades below the high school. At the same time it has the general effect of raising the standard of educational ideals which prevail in the entire community to which such a high school ministers.

The money that is invested in these schools is more than returned in the increased values of real estate, if we say nothing of the greater return which comes from the increase of skill and of intelligence which is sure to be returned to every community which supports good schools. It is the superior intelligence of the American farmer which gives him whatever advantage he has over the European peasant. In order to maintain this advantage, and to make it possible for the farmers' interests to be intelligently represented in all public concerns the boys

and girls of the farm must be given educational opportunities in every way equal to those of the cities and towns.

A well equipped high school with teachers trained to do the various lines of work required, if the school is to be a fully organized and efficient one, necessarily costs more, proportionately, than an elementary school. It is only through some such plan as is offered by the township high school law of Illinois that it is possible to get for our rural communities buildings properly equipped and teachers competent to do the work. This involves the cooperation of town and country in providing such a truly democratic school as is needed to place and keep all classes, all industries and professions, on a par with each other in our social order.

Reasons Why the 1911 Law is Popular.

1. It provides for a larger community organization for high school purposes,—the territory naturally tributary to an established center, and therefore having a common interest.

2. It provides for a unit vote on the part of the people most interested.

3. It permits a vote to be taken at any time in the year when the people are ready for such a movement.

4. The elections are called for establishment and for a board of education by the County Superintendent who is thus able to prevent errors and to advise as to the boundaries of the proposed district.

Some Typical Cases as to Cost.

The following estimates are based on the assessed valuation of Champaign County lands. This would average about $100 per acre, and taking ⅓ as a basis for taxing would mean about $35 per acre. The average for the state would be nearer $25 per acre.

1. Sterling, Illinois, has paid for the building which cost $50,000. The present levy for educational fund is 41 cents on the $100. This would make the tax per acre at the $35 valuation only 14½ cents, not allowing for extraordinary values in city realty, railroads, etc.

2. Pana, Illinois, with a $60,000 building paid for, levies 75 cents on the $100. This, at a $30 valuation, would mean a tax of 22½ cents per acre.

3. Farmer City with both a building and educational levy, with a building costing $37,000, makes a levy of 85 cents on the $100, or 29¾ cents per acre at the $35 valuation.

4. Sidell, with a $22,000 building makes a levy 64 cents on the $100. On the $35 valuation this would mean 22⅖ cents per acre.

5. Collinsville, with a $45,000 building levies, altogether, 59 cents on the $100 which, at the $35 valuation, would mean 20⅗ cents per acre.

The above cases are reasonable approximations, but they all err in the same manner as the first case. They are all therefore in excess of the actual cost.

Some Important Considerations in Connection with Building.

1. In a very large percentage of the districts organized agriculture is the leading industry. In selecting school sites, and also in building plans, this fact should be born in mind. Everywhere now people think in acres rather than in feet in looking for a suitable site. This becomes very evident as we study the column in the statistical table which indicates the size of grounds. The later schools show a good percentage of grounds of five acres or more.

2. The building should be planned so that it may be used as a center for numerous community interests as well as for high school work.

3. If schools would prosper they might well provide ten acres of ground and a house for the use of the principal, thus offering an extra inducement for a man well trained in agriculture, as well as with a good general education, to come and stay long enough to build up a stable school situation. After he had proved himself the use of these might be offered to him in addition to the best salary the community could afford in order to retain such a man as principal and local agricultural expert.

LD9-20m-11,'57(193s4)4185

'4 DAY

HOME USE
CIRCULATION DEPARTMENT
MAIN LIBRARY

This book is due on the last date stamped below.
1-month loans may be renewed by calling 642-3405.
6-month loans may be recharged by bringing books to Circulation Desk.
Renewals and recharges may be made 4 days prior to due date.
ALL BOOKS ARE SUBJECT TO RECALL 7 DAYS AFTER DATE CHECKED OUT.

REC'D LD FEB 14 '74 -2 PM

OCT 13 1979

LD21-A30m-7,'73
(R2275s10)476—A-32

General Library
University of California
Berkeley

YC 64005

374609

UNIVERSITY OF CALIFORNIA LIBRARY